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PERSONNEL MOTIVATION AND MANAGEMENT

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We are all familiar with the old equation of human behavior which reads:
"Ability plus motivation equals performance." In this equation we find an
accurate definition of personal management. Successful management has two
ingredients. First, each task must be assigned to someone who has the
ability necessary to do the work and second, some effective form of motiva-
tion must be furnished so that the person is caused to do the work willingly
and enthusiastically. When these two ingredients (ability and motivation)
are combined in proper proportions satisfactory performance will result.

Performance -- getting things done through other people -- is the purpose
of all management. We might say that management is the art of making sure
that both ability and motivation are present in any situation where per-
formance is desired. Motivation is that something which creates in a person
a will to do.

We know that an electric motor will not run until a current of electricity
flows through its coils. A steam locomotive will not move until steam is
admitted into its cylinders. Is there, similarly, something which must be
present before human action will occur? If there is, we can see how impor-
tant it would be for any leader of people in business (management) to know
what it is and how to make use of it.

There can be no voluntary human action except as a result of the person's
own wants. Everything you or I or anyone else does is done because first,
there is a want -- a want for something or a want to avoid something --
and second, there is a belief or a hope that to do some certain thing will
gain that which is wanted.

This is a simple statement, yet in management it presents one of the
important concepts of the whole field of influencing human behavior.

It often is difficult for most of us in positions of authority and manage-
ment to understand and accept the fact that people under our supervision
or management do not do things primarily because we want them to do them
but always to satisfy wants of their own. For example, you as a supervisor
ask an employee to see what he can do, let us say, to get a particular
product moved and he does it willingly and enthusiastically. Is it your
want that causes him to do it? The answer is, "No, at least not directly."

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Why does he do it? First he probably likes and respects you and wants you to like and respect him. He wants your good will and appreciation. He knows from past experience that you will commend him if he does a good job and he likes commendations. He recognizes there is satisfaction which comes from having done a difficult job well. He is probably interested in the possibility of a promotion and he knows that your recommendation will have considerable weight. All of these motivating influences are his wants. He does what you want him to do willingly because, by your method of super- vision or management, you have shown him that to do so is the best possible way to satisfy several of <u>his</u> <u>own</u> <u>wants</u>.

Let us say that a supervisor (not you, of course) decided to "motivate" an employee's action by giving him his instructions in about this manner: "Mr. Smith, here is a job for you that I want you to do. I don't care whether you like it or not, I want it done exactly this way and so long as I am the boss, what I want goes."

Now assuming that the worker did the job, would he do it because of the supervisor's want? The answer is "no." The primary cause would be the employee's want to avoid losing his job. He doesn't want to lose his job because of still another want -- his strong desire for his wife and children to be taken care of properly. So he will do what his supervisor ordered him to do since he knows of no better way to satisfy his personal want than to obey and remain on the payroll. It is the employee's own wants and fears which cause his action and not the wants of his supervisor, except indirectly.

Employees can be caused to do what management wishes them to do in at least two ways -- by an appeal to their wants or by an appeal to their fears. The first way achieves willing and enthusiastic cooperation. The second way will result in unwilling compliance and will destroy rather than create the much desired "will to do."

As good managers of personnel our task becomes one of endeavoring first, to understand more fully just what are the wants of our employees and second, to find out how best to enable them to derive satisfaction of these wants through doing well the work assigned to them. There probably is no method more effective than this in getting employees in any type of work to carry out their jobs efficiently and enthusiastically.

In this talk on motivation -- how we can get people to do the things we want them to do -- the major emphasis will be given to a consideration of their wants rather than looking at our wants as managers. We will be thinking about practical and hardheaded common sense.

Every employee, I am sure, wants most of all to have some feeling of per- sonal importance or self-esteem, to be able to compare himself with his associates and not have to feel ashamed. This want is so strong in its influence that it is a primary motivating cause of more things that each and every one of us does than any other single want.

An ever present manifestation of this want for a feeling of importance or self-esteem is the desire each one of us has for the feeling that our efforts are appreciated. Do we express to our employees our feelings of appreciation for their efforts or do we just accept their efforts and expect them day after day. Skillfully and judiciously used, commendation can be one of the strongest incentives to better work. Management needs to consciously and consistently look for and comment pleasantly about things which really are worthy of favorable comment. Encouragement by the use of earned praise is one of the most effective methods of getting people to do their best work. And yet, too frequently most of us are guilty of the poorest of all techniques of motivation -- saying nothing.

We can assume, as did one supervisor I talked with recently, that people under his supervision should realize that, so long as he does not find fault with what they were doing, he was satisfied with their work. Why, he said, should he praise them when they are paid for good work and good work is expected or when all they are doing is what they are paid to do? The answer to this is simple. Take the trouble to find the good things people do and let them know you know they are doing them. To do this makes people happier in their work and it has been proved many times that people who are happy about their work turn out a greater volume and better quality than do people who are not happy.

One word of warning is needed, perhaps. Always see to it that too large a share of our favorable comments are not given to only a few of our employees. We need find some pleasing things to say to all who are working with us.

Another important want is the desire people feel to have some part in the planning of those things which affect their working conditions or in any manner change the way they are accustomed to doing their jobs. If it is at all practicable to do so, each situation which may necessitate any change, especially an undesirable change, should be discussed with those affected, not just in advance of the change itself but before any decision is made as to exactly what change will be necessary. Often when people are consulted in this manner they set for themselves a more rigorous schedule than we would have dared to suggest. Most people are reasonable and will cooperate if they are told in advance what and why but it is surprising how serious will be the offense taken at even trifling change if the person is not told in advance. The prinicipal reason for the person's being offended and possibly refusing to accept the change is not the inconvenience caused. The person himself may believe that it is, but it usually has to do with that all-important something called self-respect. A worker even in a minor position has a strong desire to maintain a feeling of self-respect and resents -- sometimes silently and sometimes not -- anything which he feels is an encroachment on his "rights as a human being."

In the minds of many managers, motivation is still synonymous with money. Dollars are a standard prescription for stimulating production, quieting discontent, and cementing bonds of loyalty. It almost seems to violate common sense to suggest that the prescription is really a sort of home remedy and that it isn't nearly as potent as many have assumed it to be.

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Money has an important effect on the thinking and behavior of production
workers but this effect is neither as simple nor as strong as management
has often assumed. As a matter of fact, monetary incentives become quickly
entangled with a lot of other motives that have little or nothing to do
with money so that the ultimate effect of money itself is no easier to
identify than is an egg in an omelette. Money is only one of many con-
siderations that a worker has on his mind. He is not simply an economic
man but a social-economic man -- in fact he could be hyphenated still
further to indicate how complex he really is.

One reason why the money myth has proved to be so hardy is the fact that
it is partly true. Many people are motivated primarily by the desire to
make money, which for them takes precedence over all other considerations,
including such things as the opinions of one's peers. The tradition in
which the entrepreneur operates -- the periodicals he reads, the opinions
he respects, the counsels he listens to -- has always given a central place
to the virtues of acquisitiveness. It is not at all surprising that the
people who decide how other people shall be rewarded feel that money is
the most important motivation of all.

Whether a worker does or does not respond to an incentive plan depends less
on the plan itself than on his own background. An individual's reaction to
an incentive system reflects his basic outlook on life, which in turn is
the product of influences which had their impact long before he walked in
the door of a factory, firm or business and encountered the incentive system.

Sociologists who have studied the impact of incentive systems on individual
workers report at least three other influences, any of which could have as
much effect as money. First of all, having a quota to aim for makes one's
productivity into a sort of a game: the number of units produced is very
much like a "score" and one can win or lose in very much the same manner
as winning or losing at poker, bowling, or billiards. Pitting oneself
against a standard is, in other words, a fairly universal form of fun, pro-
vided of course that the standard is neither so easy as to be attainable by
everyone nor so hard as to be almost impossible for anyone to attain. In
such a system workers often brag informally to each other about their pro-
duction records, and especially of their success in "beating the system."
Meeting the quota has been found to be an effective way of workers escaping
from the unwelcome attentions of the supervisors.

Workers are interested in advancing their own financial advantage but they
have many other interests which prevent them from making a direct, "automatic"
response to the incentive system. There is need for a plan that realistically
merges what the workers consider to be their interests with what management
considers to be its interests. In attempting to work out such a plan it is
common for management people to say that participation on the part of workers
is important. Management often gives itself away by saying that the worker
"must be made to feel that he is participating." A synthetic sense of par-
ticipation is no substitute for real participation involving changes in the
behavior and activity of people. Power through participation is perhaps the

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most important -- and misused -- motivational tool of all. The power to regulate one's working methods, to set one's goals and standards and even to have a role in determining one's reward: this more than money seems to be the key to sustained productivity increases.

There is nothing in the free enterprise system or in the nature of man that requires work to be frustrating or to bring out the worst instead of the best in a man. It has become that way because we have not examined the human consequences of organizations as they began to grow and develop. Too often no one really thought that human consequences would be particularly important anyway.

The personal relationship between a business manager and his men while very important is not the only source of difficulty. Even in the unlikely event that every manager or supervisor could acquire a sincere and understanding attitude toward each of his workers, some boredom and inefficiency would remain. Work must be more than congenial -- it must be absorbing, fascinating, challenging. Too many decisions are made for people by their supervisors. A greater dispersion of decision-making power would lead to greatly enhanced productivity, though no doubt at the expense of some confusion. The loss of tidy control might make some managers feel less secure but it would also liberate untopped reserves of energy and creativity.

Let us go back to our original equation. Ability plus motivation equals performance. Neither ability to do the work nor motivation can alone secure fully satisfactory performance. Both must be present.

Believers in a "modern" human relations approach to motivation and morale can find abundant support in studies which demonstrate that the basic need of workers is to be treated with dignity and with an awareness of his unique personality. At the same time those of the "hardheaded" school of industrial relations can find many sources from experience as well as from research studies to support their view that man works for the almighty dollar. For all the shades of gray between these two extreme positions both experiential and research evidence are available. At this time I would like to report briefly on some significant research that has been done that relates directly to our topic, "Personnel Motivation and Management."

The Survey Research Center of the University of Michigan has researched the functional relationships of supervisors and workers in ongoing organizations. Productivity was taken as the dependent variable, supervisory practice as the independent variable and morale as the intervening variable. Some of the major research findings emerging from these projects are as follows.

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I. Differentiation of Supervisory Role

The supervisor with the better productive record plays a <u>more differentiated role</u> than the supervisor with the poor productive record; that is, he assumes more of the functions traditionally associated with leadership. Workers with the better production records perceived their supervisors as possessing planning ability. Another indication of the ability of the high-producing supervisor to differentiate his own function from that of the men is the amount of time he gives to the work of actual supervision as contrasted to the time allocated to activities which are not uniquely those of the supervisor. In studies of clerical workers, railroad workers and workers in heavy industries the supervisors with the better production records gave a larger proportion of their time to supervisory functions, especially to the interpersonal aspects of the job. Supervisors of lower-producing sections were spending their time in tasks which the men themselves were performing or in the paperwork aspects of their jobs.

The reverse side of this picture was also revealed in some of the studies in which statements made by the employees in low-producing sections indicated a tendency for an informal leader to arise in these sections. Apparently the informal organization in the low groups compensated in some respects for the abdication or misdirected leadership of the supervisor, but not without losses in total effectiveness.

Recognition by supervisors of the importance of giving more time to their leadership role was reflected in the morale findings. Men supervised by men who reported spending more than half their time in actual supervision not only had higher production records but were more satisfied with the company than the men whose supervisors gave their time primarily to other aspects of the job. Men with the highest morale as measured in terms of satisfaction with job, supervisor and company were those who perceived their supervisors as performing a number of broad supportive functions. High morale employees reported their supervisors performed such function as on-the-job training, recommended people for promotion and transfer and communicated relevant information about the work and the company.

II. Closeness of Supervision

A second major dimension which appears to discriminate between high and low-producing supervisors is the closeness with which they supervise or the degree to which they delegate authority. Although the high supervisors spend more time performing the supervisory functions, they do not supervise as closely as their low-producing colleagues. Close supervision often is employed as an institutional (company) device for insuring that workers follow their job assignments correctly and assiduously. This practice has negative morale and motivation implications and some supervisors give more freedom to their employees as a way of increasing their motivation. The greater freedom may produce positive results through the satisfaction that the employee has in participation and self-determination.

In some of the studies individual workers were asked how much they had to say about the way their own jobs were done and whether they would like to have more or less to say about their jobs. Workers who reported having a lot to say about their own work wanted no less say and were high on the three dimensions of morale -- satisfaction with job, supervision and company. Workers who reported having little say about how their jobs should be done wanted more autonomy in this area and were relatively dissatisfied with their jobs, their supervisors and the company. Close supervision can interfere with the gratification of some strongly felt needs.

Supervisory behavior at the first level is conditioned in great degree by practices of higher management. The relationships between the behavior of first-level supervisors and the attitudes of their workers are importantly conditioned by the organizational milieu in which the first level supervisors are functioning and particularly by the amount of their power or influence on the department -- "their potential degree of control over the social environment in which their employees are functioning." The supervisor who is given so little freedom or authority that he is unable to exert a meaningful influence on the environment in which he and his employees function will be ineffective in dealing with employees regardless of his human relations skills. His intended supportive actions may even have a negative effect on employee attitudes insofar as they encourage expectations which cannot be met by him.

III.   Employee-orientation

A third dimension of supervision which has been demonstrated to be consistently related to productivity is a group of characteristics which can be called "employee-orientation." The employee-oriented supervisor in contrast to the production-oriented supervisor gives major attention to creating employee motivation. The specific ways in which he does this may vary from situation to situation but they contribute to a supportive personal relationship between him and his work group members. High producing employees more frequently characterize their supervisor as taking a personal interest in them and their off-the-job problems. High producing supervisors were more likely to say that the men wanted them to take a personal interest in them, whereas the low-producing supervisors were more likely to have the perception that the men resented such a demonstration of interest. It is quite possible that this difference in perception is in part cause and in part effect. The low-producing supervisor has a less satisfactory relationship with his employees and he may well be right in thinking that they want no more of the kind of relationship which he offers.

Employees who were motivated and had high production records consistently reported good overall relationships with their supervisors in terms of the way they got along with him, the interest he took in them, their good communications with him, the way he let them know how they were doing, the ease with which they could talk to him and the way he took care of things right away.

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IV. Group Relationships

A fourth factor that is a major determinant of motivated and productive
employees in business situations involves relationships in the work group.
In several studies both the employees and their supervisors in high-producing
groups evaluated their group performances as better than most, even though
they had no formal channels of communication through which to learn of the
productivity of other groups. They also reported that they felt they were
"really a part of their group," in contrast to the lower producers who were
more likely to say that they were "included in some ways but not in others,"
or that they did not really feel that they were members of the group.
Supervisors of high-producing groups cited their sections as better than
most in the way in which their men helped one another on the job. There was
no difference between high and low employees in these studies in character-
istics they ascribed to their groups in the areas of skill, know-how,
education and the like. All of this supports the notion of team spirit
or cohesiveness in the work group as a factor in motivation and productivity.

Thus in the area of group relationship, as in others, study findings tell
us that the twin criteria of productivity and morale have many determinants
in common. These findings suggest again that the effect of supervisory
behavior on motivation may be basic to understanding productivity differences.

These four classes of variables -- the supervisor's ability to play a dif-
ferentiated role, the degree of delegation of authority or closeness of
supervision, the quality of supportiveness or employee-orientation and the
amount of group cohesiveness -- have been developed from a program of studies
conducted in on-going business organizations. These results suggest that the
full motivation of workers in an organization can be tapped only when some
system of functional representation assures them of an element of control in
the larger organization as well as the primary group.

MOTIVATED WORKERS

Motivation is "that something which creates in a person a will to do."
What is "that something?" A challenging job which allows a feeling of
achievement, responsibility, growth, advancement, enjoyment of work itself,
and earned recognition. What are the things that dissatisfy workers? Mostly
factors which are peripheral to the job -- work rules, titles, seniority
rights, wages, fringe benefits, and the like.

When do workers become dissatisfied? When opportunities for meaningful
achievement are eliminated and they become sensitized to their environment
and begin to find fault. These conclusions have been drawn from a six-
year study of motivation research in a large company. This company's in-
terest in studying its workers stemmed from its remarkable growth and
philosophy of management. Underlying this philosophy was the conviction

that company goals could be best served by providing opportunities for employees to achieve their personal goals. They recognized that when there is conflict between personal goals and company goals you have a morale problem.

Highly motivated employees and managers in this company found it easy during the growth years to overlook existing and latent problems associated with supervisory ineptness and communication breakdowns. When the company's growth decelerated, motivation ceased to be self-generating and became increasingly dependent on the skill of supervision. Research by Professor Herzberg, Chairman of the Psychology Department of Western Reserve University, reports that the levels of job satisfaction, motivation and productivity were closely related to these two sets of factors, dissatisfiers and motivators.

Dissatisfiers are made up essentially of such factors as company policy and administration, pay, supplemental benefits, behavior of supervision, working conditions and others somewhat external to the task. Traditionally these factors are perceived by management as motivators of people but they were found to be more potent as dissatisfiers. High motivation does not result from their improvement but dissatisfaction does result from their deterioration.

Motivators, as I have stated earlier, are the factors of achievement, recognition, responsibility, growth, advancement, and others associated with the self-actualization of the individual on the job. Job satisfaction and high production are associated with motivators while disappointments and ineffectiveness are usually associated with dissatisfiers.

In 1961 a research project was undertaken involving 282 randomly selected employees of an instrument company in Texas. These employees were distributed almost equally over three salaried job categories of scientist, engineer and supervisor and two hourly paid classifications of technician and assembler. Each of the 282 subjects was asked: "Think of a time when you felt exceptionally good or exceptionally bad about your job -- either your present job or any other job you have had. This can be either the 'long-range' or the 'short-range' kind of situation. Tell me what happened."

After an employee's description of a sequence of events that he felt good about ("favorable") was completely explored, he was asked to tell of a different time when he felt the opposite ("unfavorable"). A total of 715 sequences were obtained from the 282 interviewees. Each of these sequences was classified as "favorable" or "unfavorable" and as "long-range" or "short-range" (strong feelings lasting less than two months).

Let me quote some abbreviated examples of "favorable" and "unfavorable" responses to interview questions. These examples are from responses by employees in supervision, technician and assembler positions.

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MANUFACTURING SUPERVISOR - FAVORABLE

In September 1961 I was asked to take over a job which was thought
to be impossible. We didn't think TI could ship what had been pro-
mised. I was told half would be acceptable, but we shipped the
entire order! They had confidence in me to think I could do the
job. I am happier when under pressure.

MANUFACTURING SUPERVISOR - UNFAVORABLE

In the fall of 1958 I disagreed with my supervisor. We were dis-
cussing how many of a unit to manufacture, and I told him I
thought we shouldn't make too many. He said, "I didn't ask for
your opinion ... we'll do what I want." I was shocked as I didn't
realize he had this kind of personality. It put me in bad with my
supervisor and I resented it because he didn't consider my opinion
important.

HOURLY MALE TECHNICIAN - FAVORABLE

In June 1961 I was given a bigger responsibility though no change
in job grade. I have a better job, more interesting and one that
fits in better with my education. I still feel good about it.
I'm working harder because it was different from my routine. I am
happier ... feel better about my job.

HOURLY MALE TECHNICIAN - UNFAVORABLE

In 1962 I was working on a project and thought I had a real good
solution. A professional in the group but not on my project tore
down my project bit by bit in front of those I worked with. He
made disparaging remarks. I was unhappy with the man and unhappy
with myself. I thought I had solved it when I hadn't. My boss
smoothed it over and made me feel better. I stayed away from the
others for a week.

HOURLY FEMALE ASSEMBLER - FAVORABLE

About two weeks ago I wire-welded more transistors than anyone had
ever done -- 2,100 in nine hours. My foreman complimented me, and
I still feel good. Meant self-satisfaction and peace of mind to
know I'm doing a good job for them. Once you've done it, you want
to do it every day, but you can't. It affected my feelings toward
everyone. My old foreman came and talked to me. I didn't think I
could ever wire-weld.

> For a while the foreman was partial to one of the girls on the
> line. She didn't work as hard as the other girls and made
> phone calls. It got to the point where we went to the man over
> her foreman and complained. We were all worried since we are
> afraid of reprisals....The girls don't act the same toward each
> other now because they are afraid. It affects everyone's work.
> It has been going on for such a long time it's uncomfortable.
> It is being stopped now by the foreman's supervisor and that
> girl has been moved.

Fifty-four percent of the sequences were favorable and 59 percent were long-
range. Employee responses were further broken down according to job category
and sex of respondent. Elements within the sequences were divided into:

> First-level factors - the actual events or circumstances leading
> to favorable or unfavorable feelings.

> Second-level factors - the explanations given by respondents as
> to why the event (the first level factor) caused the favorable
> or unfavorable feelings.

Fourteen first-level factors were identified. Exhibit I lists these factors
and the number of sequences grouped under each factor. Achievement is the
largest category of first-level factors, accounting for 33 percent of the
sequences. Achievement is comprised of about twice as many favorable
responses as unfavorable ones. Company policy and administration (the
employee's perception of company organization, goals, policies, procedures,
practices or rules) account for more than four times as many unfavorable as
favorable responses.

Recognition accounted for more than three times as many favorable responses
as unfavorable ones. About two-thirds of the responses in regard to both
advancement and responsibility were favorable, also. There were three times
as many unfavorable responses in regard to competence of supervisors as there
were favorable responses.

Exhibit I includes data from all job categories, scientists, engineers,
supervisors and hourly workers. Differences among job categories are not
reflected. Consequently a further category breakdown is necessary. It is
also necessary at this time to point out that the potency of any of the job
factors mentioned as a motivator or dissatisfier, is not solely a function
of the nature of the factor itself. It is also related to the personality
of the individual.

The greatest satisfaction and the strongest motivation for most individuals
are derived from achievement, responsibility, growth, advancement, work
itself, and earned recognition. People like this, whom psychologists term
"motivation seekers" are motivated primarily by the nature of the task and

Exhibit I

FIRST-LEVEL FACTORS

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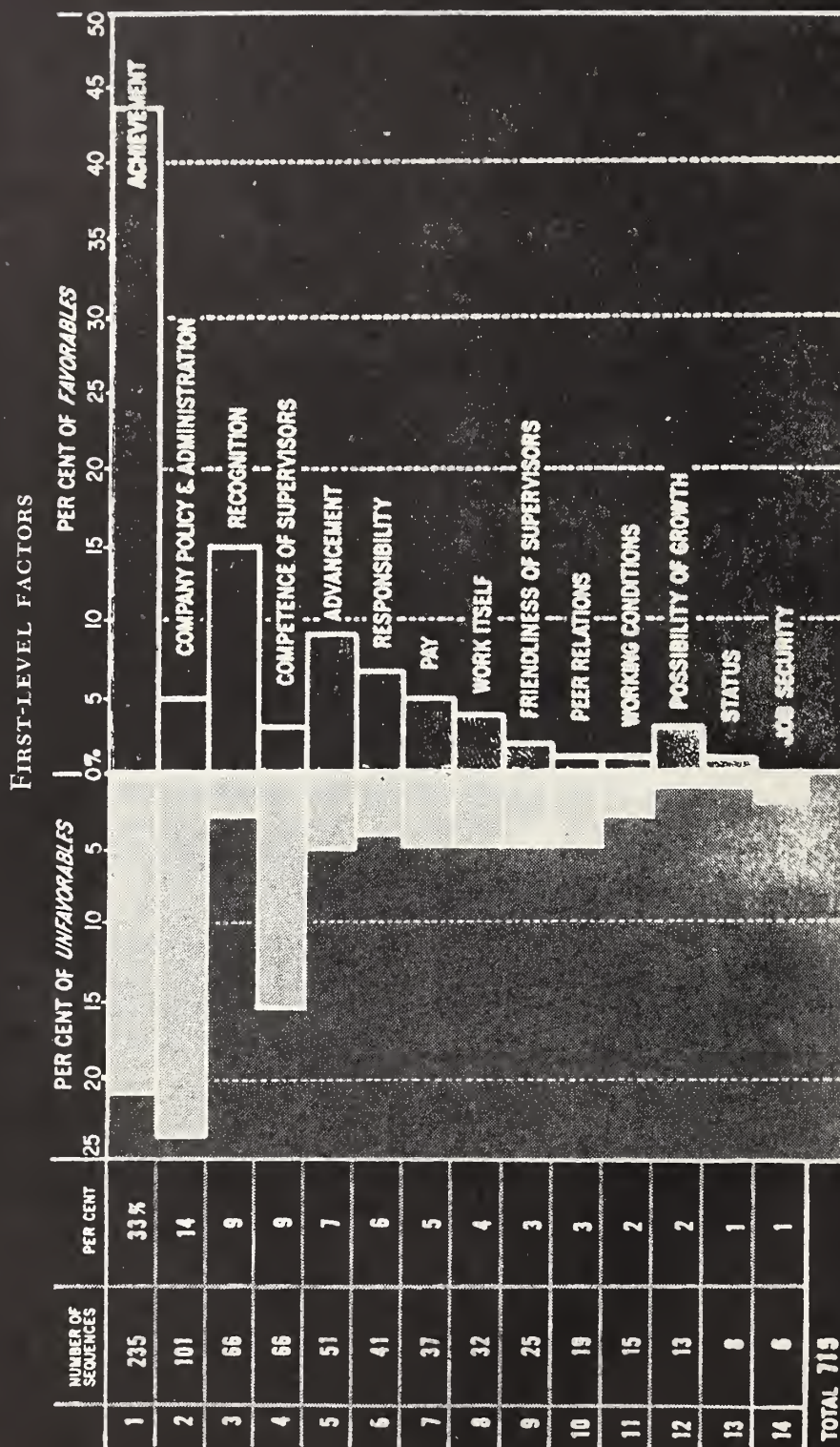
have high tolerance for poor environmental factors. Workers who are motivated primarily by the nature of their environment and tend to avoid motivation opportunities are termed "Maintenance Seekers." These people are chronically preoccupied and dissatisfied with maintenance factors about the job such as pay, supplemental benefits, supervision, working conditions, status, job security, company policy and administration, and fellow employees. Maintenance seekers realize little satisfaction from accomplishment and express cynicism regarding the positive virtues of work and life in general. By contract, motivation seekers realize great satisfaction from accomplishment and have positive feelings toward work and life in general.

Maintenance seekers usually show little interest in kind and quality of work. Some may succeed on the job through sheer talent, but seldom profit from experience. Motivation seekers enjoy work, strive for quality, tend to over-achieve and benefit from experience.
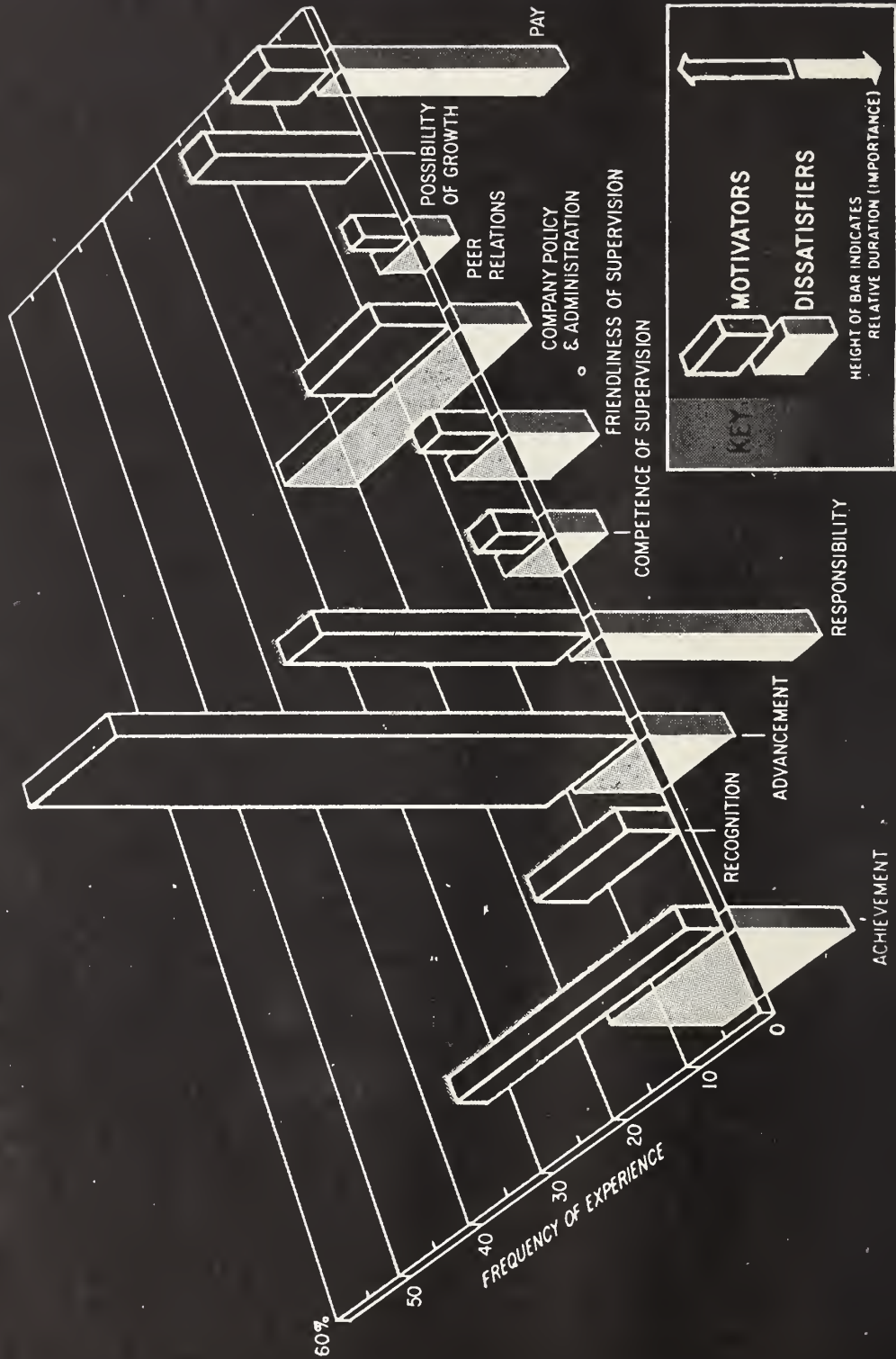
Although an individual's orientation as a motivation seeker or as a maintenance seeker is fairly permanent, it can be influenced. For example, maintenance seekers in an environment of achievement, responsibility, growth and earned recognition tend to behave like and acquire the values of motivation seekers. On the other hand, the absence of motivators causes many motivation seekers to behave like maintenance seekers and to become preoccupied with the maintenance factors in their environment.

Exhibit II shows the distribution of first level factors for supervisors. The length of the bars on the upper side of the horizontal plane indicates the percentage of favorable sequences or events classified under each factor. For example, 34 percent of the favorable sequences relate to achievement. The other 66 percent are distributed among the other nine categories. The bars on the lower side of the horizontal plane show the frequency distribution of "unfavorable" sequences. The factors which extend predominantly above the plane are clearly "motivators" for these are not peripheral to the job itself. The motivators listed in this and the following exhibits relate to motivation needs which are closely associated with job performance. Bars extending predominantly below are "dissatisfiers" or maintenance factors, since their satisfaction serves to avoid dissatisfaction rather than to stimulate motivation.

The height of the bars in Exhibit II shows duration of feelings, based on the ratio of number of long-lasting to short-term feelings. The duration of feelings, in turn, reflects their relative importance to the individual. In the case of supervisors, long-lasting good feelings are often associated with advancement and long-lasting bad feelings stem from responsibility disappointments. The tallness of the advancement responsibility and growth bars reflect a high aspiration toward success through administration. Sequences cited by supervisors frequently reflect climbing aspirations. For example, achievement is usually more important as a stepping stone to success and failure as a threat to advancement. Company policy and administration as a maintenance factor function as a block to advancement and as a motivation

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Exhibit II

Factors affecting motivation of manufacturing supervisors

FREQUENCY OF EXPERIENCE

60%
50
40
30
20
10
0

ACHIEVEMENT
RECOGNITION
ADVANCEMENT
RESPONSIBILITY
COMPETENCE OF SUPERVISION
FRIENDLINESS OF SUPERVISION
COMPANY POLICY & ADMINISTRATION
PEER RELATIONS
POSSIBILITY OF GROWTH
PAY

KEY

MOTIVATORS

DISSATISFIERS

HEIGHT OF BAR INDICATES
RELATIVE DURATION (IMPORTANCE)

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factor they are seen as providing opportunity for achieving career objective. Peer relations as a dissatisfier usually stem from the thwarting of career by associates. Pay, for the supervisor, usually signifies success or failure and in terms of duration of feelings is more potent as a dissatisfier than as a motivator.

The pattern of motivators and dissatisfiers differs significantly for hourly workers from that of supervisors. Exhibit III illustrates the needs of the hourly male employees. The extreme height of the responsibility and advancement bars shows the importance of these factors as motivators to these workers. Most hourly paid workers feel they have little opportunity to advance and experience a sense of responsibility. The impact of these factors as motivators when they do occur is substantial.

The hourly men tend to see themselves in a supportive role, doing the unpleasant and uninteresting tasks which professionals choose to avoid. The importance of work itself as a dissatisfier reflects the hourly man's contention that he gets stuck with the dirty work. The competence of supervision factor (which refers to the supervisor's skill in planning and organizing work, his delegating practices, and to his impartiality) shows up as a potent dissatisfier. The hourly employee often perceives company policy and administration as inadequate or unfair in providing opportunities for job satisfaction. Pay is an important factor, slightly more so as a dissatisfier than as a motivator. Its great importance probably stems from the fact that he lives closer to the subsistence level than do salaried persons. This exhibit (Exhibit III) reflects greater frustrations and hence greater challenge to supervision than do the exhibits for other categories of workers.

Motivators and dissatisfiers for the female assemblers are shown in Exhibit IV. The motivational needs for this group are significantly different from those of other job categories. Achievement, the most potent motivation for all classification, derives its primary importance for the female employees from the affirmation it wins from these supervisors. The recognition bars show favorable recognition to be an important short-range motivator, and unfavorable recognition or the lack of recognition a long-lasting dissatisfier. Work itself, generally thought to be oppressively routine, is mentioned as a motivator as often as it is as a dissatisfier. Pay for the women assemblers emerges about five times more often as a dissatisfier than as a motivator. Peer relations does not appear in this exhibit as a motivator; its importance to women is evidenced by its emergence as a dissatisfier when friendly relationships break down. The height of the competence of supervision and the friendliness of supervision bars indicate the importance of fair, competent and friendly supervision as satisfiers and the impact of favoritism, incompetence and unfriendliness as dissatisfiers.

The total pattern of the hourly female exhibit indicates that, unlike the hourly male, she has not found advancement and increased responsibility potent motivators and she tends to prefer close supervision. Her supervisors should be impartial, competent, decisive and friendly. To these

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Exhibit III

FACTORS AFFECTING MOTIVATION OF HOURLY MALE TECHNICIANS

KEY

MOTIVATORS
DISSATISFIERS
HEIGHT OF BAR INDICATES
RELATIVE DURATION (IMPORTANCE)

ACHIEVEMENT
RECOGNITION
ADVANCEMENT
RESPONSIBILITY
WORK ITSELF
COMPANY POLICY & ADMINISTRATION
COMPETENCE OF SUPERVISION
PAY

FREQUENCY OF EXPERIENCE

0
10
20
30
40
50
60%

Exhibit IV

FACTORS AFFECTING MOTIVATION OF FEMALE ASSEMBLERS

PAY

SECURITY

PEER RELATIONS

COMPANY POLICY & ADMINISTRATION

FRIENDLINESS OF SUPERVISION

COMPETENCE OF SUPERVISION

WORK ITSELF

RECOGNITION
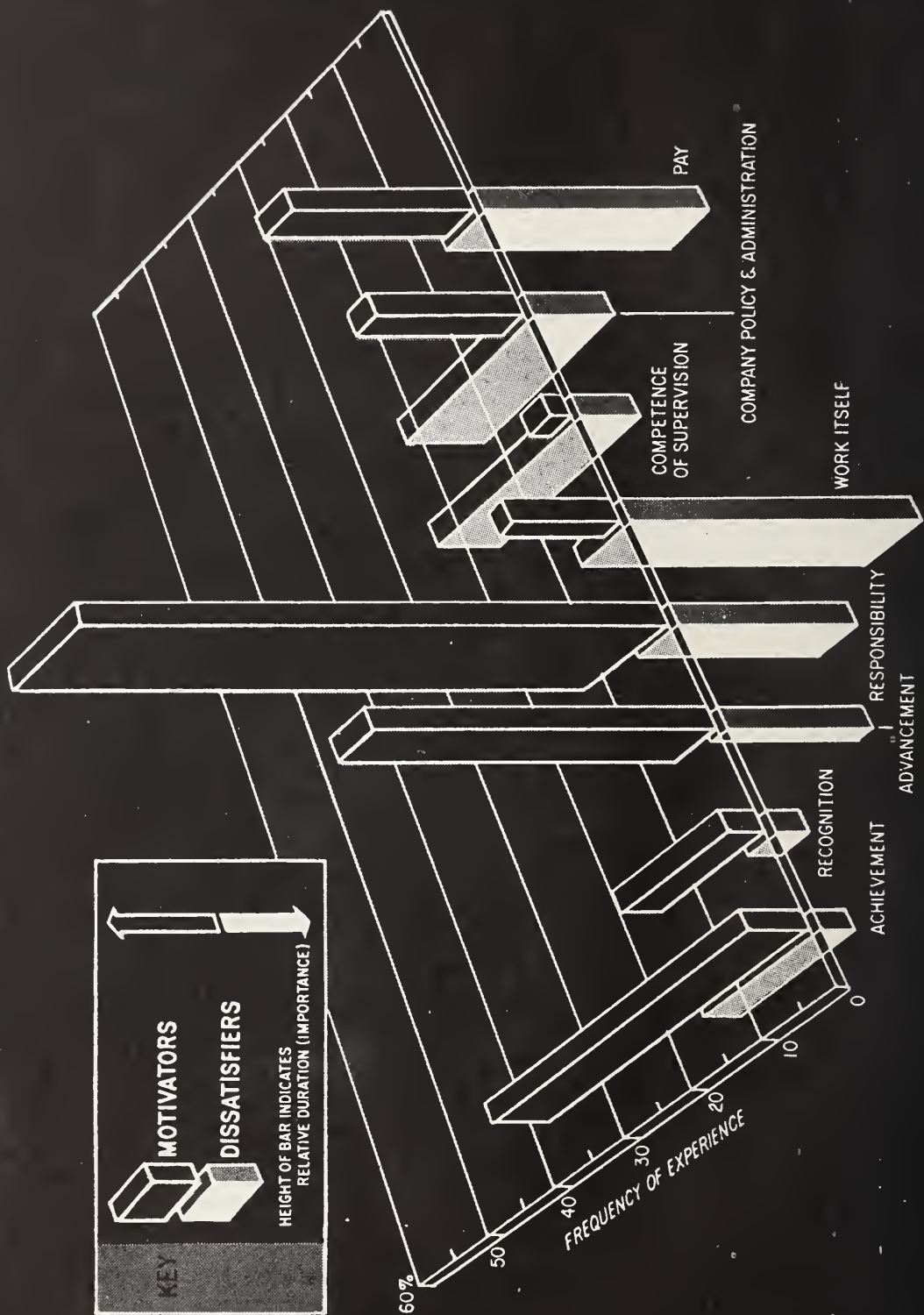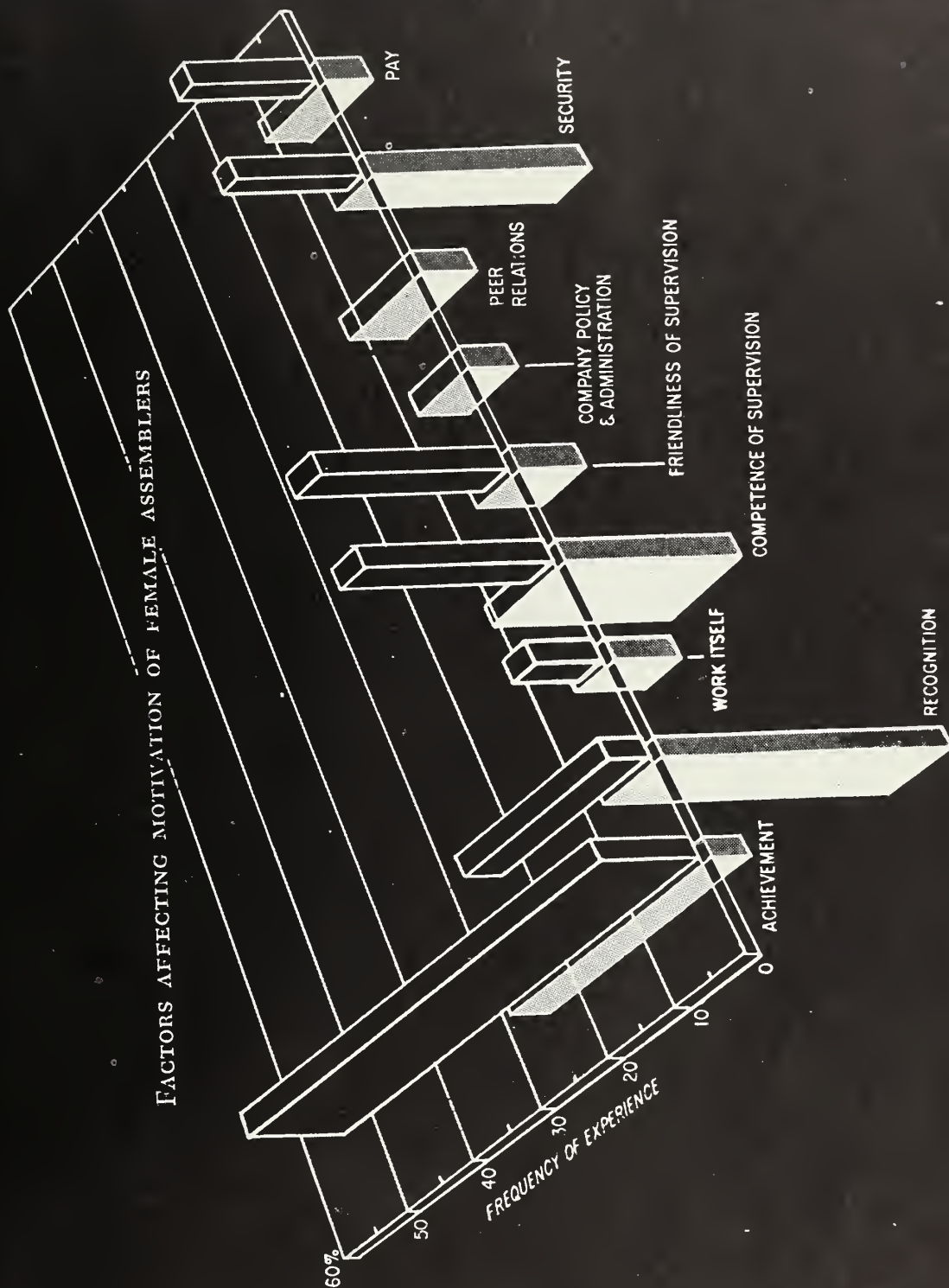
ACHIEVEMENT

FREQUENCY OF EXPERIENCE

0

10

20

30

40

50

60%

women employees, many of whom are single, widowed or divorced, the supervisor is an important person (sometimes the only one) to whom they can turn for understanding, affirmation and recognition.

WELLSPRINGS OF MOTIVATION

This study clearly points out that the factors in the work situation which motivate employees are different from the factors that dissatisfy employees. Motivation stems from the challenge of the job through such factors as achievement, responsibility, growth, advancement, work itself, and earned recognition. Dissatisfactions more often spring from factors peripheral to the task.

Effective job performance depends on the fulfillment of both motivation and maintenance needs. Motivation needs, as Exhibit V illustrates, include responsibility, achievement, recognition and growth and are satisfied through the media grouped in the inner circle of the exhibit. Motivation factors focus on the individual and his achievement of company and personal goals.

Maintenance needs are satisfied through media listed in the outer circle under the headings of physical, social, status, orientation, security and economic. Peripheral-to-the-task and usually group-administered maintenance factors have little motivational value but their fulfillment is essential to the avoidance of dissatisfaction. An environment rich in opportunities for satisfying motivational needs leads to motivational seeking habits and a job situation sparse in motivational opportunities encourages preoccupation with maintenance factors.

In a situation of satisfied motivation needs, maintenance factors have relatively little influence either as satisfiers or dissatisfiers. However, the removal of opportunity for meaningful achievement sensitizes the individual to his environment and his perception of maintenance factors become colored by a readiness to find fault.

Thus motivation, or the achievement of personal goals, is not facilitated by management actions which overrate maintenance needs but rather by actions which provide conditions of motivation.

The current spiraling cost of fringe benefits in business and industry cries out that management is continually making misguided and futile attempts to motivate through maintenance factors. Competition among companies to outdo each other in maintenance factors, justifiable as it may seem as a competitive measure, fails to increase productivity and contributes much to the pricing of American products and services out of the world market.

Exhibit V

Employee Needs — Maintenance and Motivational

THE JOB

PHYSICAL
WORK LAYOUT, JOB DEMANDS, WORK RULES, EQUIPMENT, LOCATION, GROUNDS, PARKING FACILITIES, AESTHETICS, LUNCH FACILITIES, REST ROOMS, TEMPERATURE, VENTILATION, LIGHTING, NOISE.

ECONOMIC
WAGES & SALARIES, AUTOMATIC INCREASES, PROFIT SHARING, SOCIAL SECURITY, WORKMEN'S COMPENSATION, UNEMPLOYMENT COMPENSATION, RETIREMENT, PAID LEAVE, INSURANCE, TUITION, DISCOUNTS.

SECURITY
FAIRNESS, CONSISTENCY, REASSURANCE, FRIENDLINESS, SENIORITY RIGHTS, GRIEVANCE PROCEDURE.

RESPONSIBILITY, RECOGNITION
INVOLVEMENT, GOAL-SETTING, PLANNING, PROBLEM SOLVING, WORK SIMPLIFICATION, PERFORMANCE-APPRAISAL.
UTILIZED APTITUDES, WORK ITSELF, INVENTIONS, PUBLICATIONS.

GROWTH, ACHIEVEMENT
DELEGATION, ACCESS TO INFORMATION, FREEDOM TO ACT, ATMOSPHERE OF APPROVAL.
MERIT INCREASES, DISCRETIONARY AWARDS, PROFIT SHARING.
COMPANY GROWTH, PROMOTIONS, TRANSFERS & ROTATIONS, EDUCATION, MEMBERSHIPS.

ORIENTATION
JOB INSTRUCTION, WORK RULES, GROUP MEETINGS, SHOP TALK, NEWSPAPERS, BULLETINS, HANDBOOKS, LETTERS, BULLETIN BOARDS, GRAPEVINE.

STATUS
JOB CLASSIFICATION, TITLE, FURNISHINGS, LOCATION, PRIVILEGES, RELATIONSHIPS, COMPANY STATUS.

SOCIAL
WORK GROUPS, COFFEE GROUPS, LUNCH GROUPS, SOCIAL GROUPS, OFFICE PARTIES, RIDE POOLS, OUTINGS, SPORTS, PROFESSIONAL GROUPS, INTEREST GROUPS.

MOTIVATION NEEDS

MAINTENANCE NEEDS

Satisfying motivation needs is not only the more realistic approach for satisfying personal goals and sustaining the organization, but it is also less expensive. The requirements for satisfying motivation needs are competent supervision or perpetual organizational growth. To expect growth without competent supervision is an unrealistic expectation.

THE SUPERVISOR'S ROLE

The supervisor has a twofold role. He must provide conditions of motivation and satisfy maintenance needs. Conditions of motivation are task-centered; they depend on the supervisor's skill in planning and organizing work. The planning and organization of work begins at the top, ideally, to provide members at each succeeding organizational level with responsibilities which, in turn, can be subdivided into meaningful chunks that challenge capabilities and satisfy aspirations. Matching jobs with people requires a knowledge and control of the task as well as an understanding of individual aptitudes and aspirations.

Rapidly changing business no longer affords time for the young supervisor to develop competence through an extended trial-and-error apprenticeship. In view of today's increasing technological orientation to business, managers and supervisors are often selected because of their professional competence with hardware. This only increases a man's need for a simple and practical theory of management that will accelerate his acquisition of managerial know-how.

The concept of motivation and maintenance needs which I have attempted to develop is not strange or abstract but is clearly part of the experience and repertoire of most supervisors, including the straw-boss supervisor of unskilled workers. It is easily translatable to supervisory action at all levels of responsibility.

To become fully effective, motivation-maintenance theory must find expression in the day-to-day behavior and decisions of supervisors. Its workability depends on its integration into the total management process. Any approach to motivation is at the mercy of its practitioners and will find effective utilization only to the extent that it serves to harness constructive motives. It can be useful as a practical framework for guiding the inexperienced but it will not correct the mistake of the appointment of immature or unscrupulous supervisors. The introduction of motivation-maintenance can be a mechanism for achieving company goals by providing opportunities for employees to achieve personal goals.

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